

Exploration and Research on the construction of loose leaf course of service etiquette

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Abstract: taking service etiquette as an example, this paper creatively constructs the definition of loose leaf curriculum, discusses the curriculum construction and management methods, and strives to serve the cultivation of high-quality talents through flexible, innovative and forward-looking curriculum construction and management.

Key words: loose leaf curriculum construction; Etiquette literacy; Exploratory research

The Internet revolution has triggered tremendous changes in all walks of life, boosting the reform and innovation of modern service industry from connotation to extension. From mobile payment to face recognition, driverless... The cross-border makes the modern service industry face more challenges. Exploring the service etiquette course with the innovation of loose leaf course as the breakthrough point is the need of innovating the talent training mode of Vocational and technical integration.

1 Innovative construction of service etiquette course is the need to improve the service quality and connotation development of modern service industry

“Service etiquette” is a course to train service personnel to speak and behave in a standard manner, and to treat others in a standard manner. Through learning, training and practice, we can form a conscious behavior of self-discipline and respect for others, master the optimized service procedures, and achieve high-quality service in a proper way. Service etiquette is also an important course to improve self-cultivation quality, display service image, improve service quality and create service brand.

According to the changes of the industry and market demand, the course of “service etiquette” is constructed with innovative ideas, which is based on the improvement of etiquette literacy, centered on the etiquette norms and standards of service posts, and aimed at the skilled application of etiquette skills, so as to comply with the development of the times, meet the needs of talent training for different service posts, and adapt to the changes of modern service industry in the era of mobile Internet, Very necessary.

2 Loose leaf curriculum construction is the direction of vocational education curriculum reform

The notice of the State Council on printing and distributing the implementation plan of the national vocational education reform proposed to “adhere to the unity of knowledge and practice and the combination of work and study”, incorporate “new technologies, new processes and new norms into the teaching standards and teaching contents” and “advocate the use of new loose leaf and Workbook textbooks” “Start the ‘1+x’ skill level certificate pilot, and implement the system of combining academic certificate and vocational skill level certificate”. All these have made it possible to integrate enterprise elements, align with enterprise standards, and cover vocational skills certificates in the curriculum reform, and also provided the direction for the binder curriculum reform.

The direction of vocational education curriculum reform is to incorporate the new standards, new processes and new norms of the modern service industry into the curriculum in a more flexible and diverse form, to achieve the selectivity and flexibility of the curriculum in the form of loose leaf, to meet the personalized training needs of talents, and to meet the diverse needs of skill training and training.

3 Definition of loose leaf Curriculum

The binder is a commonly used document auxiliary tool, which can make the notebook more flexible. Paper or pages can be removed, added, reduced, disassembled and replaced freely. Users can sort and classify according to their needs to form personalized and flexible loose pages.

The loose leaf course adopts the principle of the binder, through selection, splitting, combination, extraction, replacement, update and reconstruction, so that the course can be timely integrated and upgraded with the new industry norms, new applications, new standards and new technologies on the basis of the original system, and meet the talent training needs of different positions through the flexible combination of the course chaptersMeet learners’ personalized learning requirements. Loose leaf courses have the following characteristics:

1. Fusibility

Loose leaf curriculum is the product of the deep integration of schools and enterprises. In the course of curriculum development, enterprises provide standards, processes, consulting, management and cases. Schools use the principles of education and teaching to analyze, summarize and integrate, form curriculum products through joint research and development, and educate teachers to serve the implementation of the curriculum.

2. Selectivity

The loose leaf course covers the common norms, requirements and standards of the industry and positions, reflecting the differences of different positions. Learners can achieve personalized learning by selecting modules and schedules. Independent selectivity makes textbooks more close to and in line with the characteristics of the times of mobile Internet, and has stronger vitality.

3. Cutting edge

The loose leaf course can be updated in time, which can insert the latest cases, information, specifications and other industry information into the course, delete outdated and abolished terms and contents, and change the situation of “publishing out of date after more than ten years of use” of traditional teaching materials. The course has the characteristics of the times and cutting edge.

4. Fragmentation

Fragmented learning contains two meanings: fragmented learning time and fragmented learning content, which constitute the fragmented learning habits and patterns of people in modern society.

On the basis of keeping the systematicness, hierarchy, scientificity and practicability of the course, the loose leaf course provides learners with search space in the form of “refined text + intuitive pictures + expanded two-dimensional code” to realize the intuition of skill training. At the same time, it allows learners to use fragmented time for learning, forming a space for sorting and discussing fragmented learning, It meets the characteristics and requirements of learners’ fragmented learning in the mobile Internet era.

4 Theoretical basis of loose leaf curriculum construction

1. The curriculum construction should adhere to seven basic concepts: the first is to adhere to the education concept of moral education and the combination of work and study; the second is the curriculum construction concept of taking professional post demand as the guidance and focusing on cultivating students' practical ability; the third is the curriculum design concept of taking students as the main body; the fourth is to highlight the curriculum development concept of combining theory with practice, modularization and intelligence, The fifth is the integration concept of school enterprise joint participation in curriculum development, the sixth is the curriculum implementation concept oriented by the combination of education and training and work study, and the seventh is the assessment and evaluation concept oriented by process assessment and 1+x skill level certificate.

2. The curriculum development should follow seven ideas: first, it should be guided by the improvement of teachers' teaching philosophy; second, it should take the real work scene or task as the carrier; third, it should be guided by the actual industry norms and professional ability; fourth, it should be guided by the national quality curriculum indicators; fifth, it should be guided by the collaborative development of schools and enterprises; sixth, it should be guided by students' professional ethicsFocus on the cultivation of comprehensive professional ability and entrepreneurship and employment ability, and seventh, develop it by means of the integrated construction of "teaching, learning, doing" environment.

3. The four steps of curriculum development are: the first is the construction of an integrated teaching environment of "teaching, learning, doing", the second is the design and implementation of the whole process of action oriented teaching principles, the third is the establishment of multiple assessment and evaluation based on the combination of process and finality, and the fourth is the spiral development of curriculum implementation feedback and repeated improvement.

5 The constructive exploration of loose leaf service etiquette course content

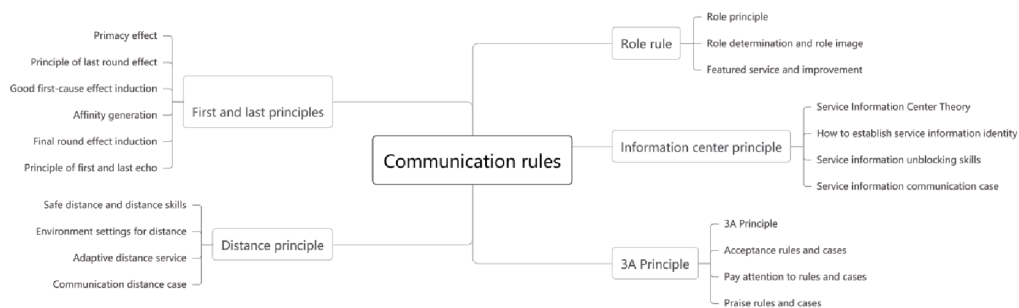
Taking into account the characteristics of the discipline system, paying attention to interest and readability, and with the concept of fragmentation and the vision of dynamic development and technology, the course of service etiquette is constructed with guidance and guidance. The course is divided into four modules: basic theory, service specification, post specification, skill level certificate, etc.

1. Construction of basic theory module of service etiquette

The basic theory module of service etiquette mainly includes learning and understanding the emergence, history, development and changes of etiquette, understanding the characteristics and laws of modern etiquette, deeply understanding the important role of etiquette in interpersonal communication and modern service industry, and being able to distinguish the application of etiquette in two kinds of occasions, forming a dialectical philosophy, so as to lay a foundation for the flexible application of service etiquette.

This module covers: the concept of service etiquette, the role of service etiquette, service ethics, service communication rules, and service communication cases. The following is the loose leaf module construction of the communication rules, as shown in the figure:

Table 1: loose leaf module construction of communication rules



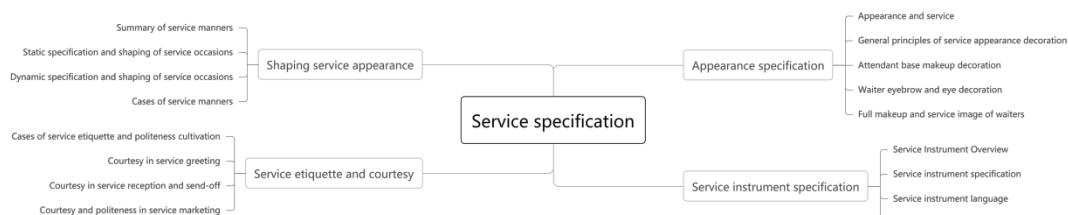
2. Standard module construction of service etiquette

Specification is the starting point of service and the basis of high-quality service. In the standard module of service etiquette, through the training of appearance, appearance, posture and expression, as well as the practice of greeting, addressing and other meeting etiquette, it helps learners form a good habit of dealing with people with smiles, warmth, friendliness and moderation.

The service specification module should cover: appearance, appearance, appearance, common meeting etiquette, etc. Among them,

appearance, appearance and manner are the basis of learning this module, which should be the prefix of other specification sheets in the construction, so as to achieve training and inspection at all times and everywhere. Common meeting etiquette is the basis of politeness cultivation, which should be closely combined with theory and practice, with case teaching and situational teaching as the main means. The loose leaf settings of this module are as follows:

Table 2: service specification loose leaf module construction diagram

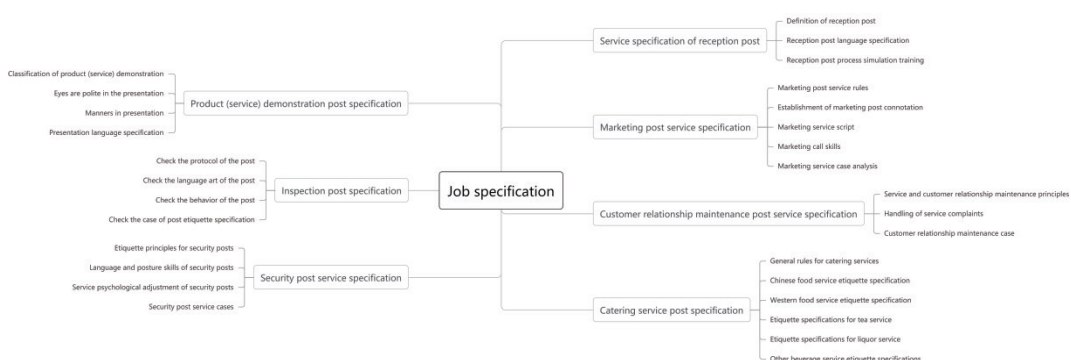


3. Post module construction of service etiquette

The service etiquette post module achieves the purpose of high-quality service through the learning and training of the core service skills of the service post.

There are many kinds and types of service posts. In the Internet era, intelligence is redefining the connotation of modern service industry. The service etiquette post specification module should not only adapt to the accuracy and efficiency of machine and big data services in the intelligent era, but also strive to make the service humane and pay attention to emotional communication and experience. The loose leaf module is based on the job category, and learners can extract and combine according to their needs. The content is structured as follows:

Table 3: construction diagram of job specification loose leaf module



4. Service etiquette skill level Certificate Module

This module is formulated according to the requirements of “1+x” academic certificate and a variety of vocational skills qualification certificates. It refers to the certificate standard of etiquette master formulated by the teacher and student development center of the Ministry of education and the certificate standard of beautician formulated by the Ministry of human resources and social security, and integrates the content of the certificate of tea master. It can also develop spontaneous certificates with relevant enterprises and positions, For example, certificates such as civil aviation service etiquette master and catering service etiquette master have made the contents into course menus and constructed into loose leaf course contents.

6 Innovative exploration of loose leaf “service etiquette” course management

The curriculum implementation management close to the industry and market and conforming to the new management and new requirements should realize the following five adherences:

1. Adhere to the curriculum method of combining theory with practice

The combination of theory and practice is not only the way to realize students’ ability, but also the basis of vocational education skills training. Service etiquette is a comprehensive application-oriented discipline to learn and improve in service, which should not only let students know what it is, but also let students know how to do well. Therefore, strengthening practical training is the key to achieve the objectives of the loose leaf service etiquette course.

During the implementation of the course, we should adhere to the combination of teaching and practice, and use case teaching, situational teaching, task guidance and other methods to make students’ learning goals clear and skills accurate.

We should explore the methods of phased comprehensive training, and make service etiquette an important part of students’ practical activities, or make practical activities the starting point of service etiquette training and ability formation through various forms, such as community activities, social practice, cognition learning, post learning, please come in and go out, etc.

2. Adhere to the integration of online and offline curriculum implementation

The first is to establish an online and offline integrated curriculum resource platform. Offline curriculum framework is established to

lead the construction of online resources. Online resources adhere to digitization, fragmentation, systematization, scene and scientization, and are interesting, visible and interactive.

The second is to innovate the teaching method of online and offline integration, and gradually establish a course teaching unit dominated by online teaching and assisted by offline teaching. Offline teaching should make full use of the resources and concepts of online teaching. In teaching, students' autonomous learning, cooperative learning and search learning should be more respected. They should learn to learn in "self questioning" and "group answering", and turn the "irrigation" of teachers into the "understanding" of students, and the "speaking" of teachers into the "practice" of students.

Third, the learning scene should be integrated. Strive to expand the learning scene from the classroom to the society, from inside the school to outside the school, and from the school to the enterprise. Teachers should become the docking person of professional standards and professional standards, and create a learning scene closer to the working scene. The learning scene can be a training room, a learning environment created by teachers and students, a meeting room or an activity site, or various positions in shopping malls, airports and catering service departments to observe, discuss, demonstrate, simulate and practice, and form skills and qualities in the scene.

Fourth, learning time should be integrated. We should respect the boundless characteristics of learning time and space in the Internet era and the time selectivity of learners. We should make full use of big data means, through statistics and supervision, to train students to plan time and learn independently, so as to lay the foundation for students' lifelong learning.

3. Adhere to the curriculum standard of combining general norms with special norms

The construction of the loose leaf service etiquette course content includes the general norms of etiquette, the general norms of the industry, and the different standards of different positions. In teaching, we should fully respect and grasp these characteristics and standards, and respect the norms and standards of different enterprises. Cultivate students' dialectical philosophy, flexibly use etiquette standards and scene learning concepts, take high standards and super standards as the goal requirements, and take flexibility and particularity as the personalized requirements, reflecting the advancement, development and adaptability of discipline standards.

4. Adhere to the assessment and evaluation of the combination of process and development

Based on the principles of process assessment and development assessment, through observing and recording the learning and growth process, teachers and students can promote students' active participation, establish deeper emotions, attitudes and values in the process of growth together, and form an objective evaluation of students' development.

The positive combination of process and developmental evaluation requires teachers to innovate evaluation methods and quantitative indicators, pay attention to accumulation, look at students' growth and progress from a developmental perspective, become students' tutors, friends and family members in the evaluation, and promote the growth of students' ability through evaluation.

5. Adhere to the integration function of etiquette discipline and other disciplines

The loose leaf "service etiquette" course forms comprehensive professional ability through discipline integration, which is combined with professional core courses and post skills courses to maximize the tool function of etiquette discipline, and realize the service of professional core competitiveness, the improvement of students' comprehensive literacy, and the development of students' lifelong career.

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